

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Julie Delaney

Official School Name: St. Paul the Apostle Catholic School

School Mailing Address: 1007 E. Rusholme
Davenport, IA 52803-2596
County: Scott State School Code Number: 16118109

Telephone: (563) 322-2923 E-mail: julie.delaney@st-paul.pvt.k12.ia.us

Fax: (563) 322-2530 Web URL: www.saintpaulcatholic.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Lee Morrison Superintendent e-mail: Morrison@davenportdiocese.org

District Name: Diocese of Davenport District Phone: (563) 324-1912

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Kristy Thill

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	46	42	88		6	23	27	50
K	23	23	46		7	18	29	47
1	32	19	51		8	29	22	51
2	18	34	52		9	0	0	0
3	28	24	52		10	0	0	0
4	20	31	51		11	0	0	0
5	21	31	52		12	0	0	0
Total in Applying School:								540

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
2 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2009	540
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

St. Paul the Apostle Catholic School does not participate in the free and reduced-price lunch program. A better picture of the income level is the Family Tuition Plan and scholarship numbers. These programs provide tuition assistance for families who show financial need through an application process. Currently 20% of our students qualify for the Family Tuition Plan.

10. Percent of students receiving special education services: 1%
 Total number of students served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>6</u>	<u>11</u>
Total number	<u>34</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	3%	5%	3%	0%	3%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance rate is not tracked through our attendance system and therefore accurate data is not available. Over the past five years, the average number of substitute days has been 194 days. Therefore this number, 194, divided by the total number of teacher workdays, 6228, equates to a 97% daily attendance rate for classroom teachers. This number does not take into account professional versus personal or sick days. Based on these numbers, teachers have a daily attendance rate of 97%.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

St. Paul the Apostle Catholic School has a strong history of providing quality Catholic education for over 75 years. Beginning in 1926, the St. Paul Parish Community realized and supported spiritual development of the community's youth by providing an institution that provided spiritual guidance and academic excellence. Starting with the Sisters of Charity of the Blessed Virgin Mary in 1926 through today with our lay staff, students learn about the path prepared for us by Jesus Christ.

The original school housed approximately 260 students shortly after its creation in 1926. Following two additions in the late 1950's and early 1960's, the number of students greatly increased to 540 students, where it remains today. In 1996, a new media center, science lab, and band/music room were added, allowing the school to continue to meet the needs of today's educational setting. Most recently, in 2008, the Early Learning Center was remodeled to accommodate an enlarged preschool program and daycare, as well as fine arts classrooms in the upper level. The school maintains the original mission of providing strong moral guidance, spiritual development, and academic achievement through the use of innovative teaching methods, technology, and enhanced development of Catholic values.

Mission Statement

St. Paul the Apostle School, in partnership with the family and community, educates each child, intellectually, spiritually, and morally.

Vision Statement

Commitment to academic excellence, growing in faith; and sharing our gifts.

Philosophy

St. Paul the Apostle Catholic School emphasizes four main components in the education of our youth: Catholic Values, Family, Academic Excellence, and Stewardship.

Catholic Values: St. Paul the Apostle Catholic School teaches the fundamental precepts of the Roman Catholic faith and through the support of the entire parish, helps each student apply this knowledge and understanding in their daily actions. Students participate in daily Religion class, weekly Mass, receive sacraments on a regular basis, as well as a variety of prayer services and traditional faith celebrations as part of their education in the Catholic faith tradition.

Family: St. Paul the Apostle Catholic School recognizes the family as the primary educator of children in academics and faith. Therefore, the School enjoys family involvement in the ongoing success of school achievement and activities. There are many avenues for parents to participate in their child's education. Parents support their children's education in the classroom and through many booster organizations such as the Home and School Association, Future Club, Fine Arts Boosters, Athletic Boosters and Band Boosters. Parents also coach our 6-8th grade athletic programs, tutor, and can be members of the Board of Education, School Improvement Advisory Committee, Grant Committee, PR/Marketing Committee, and Wellness Committee.

Academic Excellence: St. Paul the Apostle Catholic School works with each student as an individual and strives to advance the student as far as they are willing and able to go. In preparing its students for the 21st Century, two of the tools St. Paul teachers are using to accomplish this goal are technology and Differentiated Instruction. Together they create a classroom where all students can achieve and develop the necessary skills to ensure a successful future. At St. Paul's, we see technology not as an "extra" in the school curriculum, but an essential tool students need in order to achieve in our multimedia world. St. Paul's is in its fifth year of implementing differentiated instructional strategies, which have been the focus of professional development during this time. In Differentiated Instruction, the needs of each student

drive an instructional plan that allows for individual learning styles and places responsibility for learning on students.

Stewardship: Students learn through teachings on stewardship that each person is called to give back to God and His people by using their talents and gifts. Students at all grade levels participate in service learning projects. These projects range from a Senior Citizen Thanksgiving Dinner served by our 4th and 5th students, to weekly visits and tutoring sessions by our 7th and 8th grade students with children at Project Renewal, an afterschool program for low-income children. Students also participate in X-Stream Clean Up, a Mississippi River watershed community clean up day. Many other projects occur throughout the year. Our students experience giving as a way of life, that we see continuing in many of our graduates in their career choices and continued service work.

St. Paul the Apostle Catholic School is committed to equal opportunities and does not discriminate on the basis of race, color, national or ethnic origin, or sex in the educational programs or activities it operates.

1. Assessment Results:

Assessment for learning is a key component in a successful, high achieving school. St. Paul the Apostle school employs a variety of assessment strategies. When planning and delivering instruction, teachers routinely use pre-assessments, formative assessment, and summative assessments. These take on both traditional and innovative formats. Traditional assessments, such as end of unit tests serve to give teachers important ongoing data on the enacted curriculum. Innovative assessments, such as KWL charts, exit cards, projects, and presentations give teachers information to direct the next day's lessons, as well as enabling them to assess a student's depth of knowledge and ability to apply what they've learned. Developing students who can think critically and creatively is key to the success of our students for their future.

St. Paul the Apostle Catholic School has participated in the Iowa Tests of Basic Skills (ITBS) even dating prior to the testing mandated by No Child Left Behind. Students in grades 3 through 8 take this standardized test. Our scores for the past five years have consistently been in the top 10% of the nation, demonstrating a long-term, consistent level of high achievement. There are several attributing factors. We have a high retention rate among our highly qualified faculty. The average tenure of our faculty is 12 years. Forty-one percent of our teachers hold a Masters degree or are currently pursuing one.

We also have a low mobility rate of 1%. Our data shows that having students in our system for their entire preschool through 8th grade career has improved the gains above grade level over time. On the 2009 ITBS tests, our 3rd grade students averaged a National Grade Equivalency of at least one year above grade level in Reading, Math and Science. By the time our students reach 8th grade, the students average a National Grade Equivalency of three years above grade level in Reading, Math, and Science.

Family participation in education is another key factor in the success of our students. St. Paul's encourages parent participation through weekly email communication from homeroom and department teachers, a weekly school-wide email and Principal's Post, and the use of an assignment notebook. Parents demonstrate a stake in their child's education through the many organizations available for parent participation. These are listed in the leadership section of the application.

The parents, faculty, and staff's commitment to high standards has developed a school culture of striving for excellence. Daily Character Education announcements foster respect, responsibility, fairness, caring, citizenship, and trustworthiness. These are also reinforced in weekly class meetings. Students know that working to their fullest potential is the expectation, not the exception. Students are given support from academic support teachers and volunteer tutors to ensure their success.

All faculty have a role in the analysis of standardized tests, curriculum alignment and mapping, as well as textbook selection. Faculty input in all of these areas creates a cohesive academic program that meets the needs of our student population. This participation is through committee work as well as individual teacher and grade level data analysis.

St. Paul the Apostle Catholic School is part of the Diocese of Davenport. The Davenport Diocesan Standards and Benchmarks require more than the minimum of the national standards and benchmarks put forth by the various organizations and the Common Core. These more stringent academic requirements give our students a deeper knowledge base and enable them to excel. We believe in teaching students to think, not teaching to a test. Our goal is to create life long learners.

Over time, the population of St. Paul's has changed to reflect the changing population of the surrounding neighborhood. Our minority population has grown to 11% this school year. Our small, but growing, minority population does not require us to report subgroup data, but the data we have shows no difference

in achievement for our minority students.

We also give Diocesan Assessments in the areas of Reading, Math and Science, which are aligned to the Diocesan Standards and Benchmarks. These are given at the 4th/5th and 8th grade levels. Teachers use this data to analyze whether the intended Diocesan curriculum is the enacted curriculum, showing which standards and benchmarks need more work. Scores are based on a percentage answered correctly. Tests are given covering a grade span (K-4 and 5-8). Because of this, 100% retention of the knowledge is not expected. Average class scores range from 57 – 80%. When looking at other standardized tests, 41% is considered proficient. The tests were designed by the diocesan curriculum committees to provide room for growth. Teachers are able to examine data by question and for each student. This allows teachers to get a clear picture of student needs.

St. Paul the Apostle Catholic School state assessment results can be found at the following state sponsored website, <https://www.edinfo.state.ia.us/data/aprchart.asp?f1=1&s=16118109>.

2. Using Assessment Results:

Student assessment data is analyzed on various levels to ensure student achievement and professional development are cohesive. At the school wide level, the School Improvement Advisory Committee's subcommittee on assessment analyzes the data. This committee tracks subtest data and national percentile rank year to year, and the data is presented to teachers, Board of Education, and other stakeholders. Subtest scores in which 20% or more students fall into the low range are graphed and presented to the faculty for discussion of program improvements. The first year the subtest data was presented, the decision was made by faculty and administration to implement 6 + 1 Trait Writing throughout the school. The next year was spent on training and implementation. This program is still in place and scores on these subtests have improved. This analysis also led to the implementation of Differentiated Instruction.

Grade level teachers work as a team to determine the primary areas that students score the lowest in and develop plans to help students improve achievement the following year. These plans focus on specific content areas where they see students having difficulty. Grade level teachers also work with the above and below grade level teachers to identify areas where the class as a whole has difficulty.

St. Paul's also uses assessment data to identify students who not only are low achieving, but those who are also achieving at a higher level than the rest of their peers. With this data, faculty put together individualized plans for these students. Looking at the strengths and weaknesses for both low and high achieving students, these plans help to further individual, student development, at a level that works best for them. By analyzing assessment data, St. Paul's develops accommodations and modifications to content areas that allow for individual, student success.

St. Paul the Apostle Catholic School teachers continue to improve their efforts in helping our students become successful in many ways: teachers look at assessment results to identify content areas of confusion or difficulty to students; teachers work as a team to develop new ideas in teaching various content areas to students; teachers and other school staff develop individualized plans for students who are both low and high achieving; finally, teachers continue to encourage and challenge students to advance their overall learning ability. These teacher and school staff efforts are what make St. Paul's a successful school.

3. Communicating Assessment Results:

Assessment results and school performance are communicated to all stakeholder groups (students, parents and community members) through several avenues. On an individual student level, students and parents receive a report on ITBS results, which describe each student's developmental level, to identify a student's areas of relative strength and weakness, and help the parent to monitor year-to-year growth. These results are used along with other assessment data in determining student needs or suspected learning disabilities. In this process, a solution focus plan is written and based on the needs and goals for the student, an

accommodation plan is written. A team of teachers and the parents meet on a regular basis and use ongoing assessment data to monitor the effectiveness of interventions. The results of these solution focus plans can be a student reaching or exceeding grade level, a 504 plan may be written, or an IEP written and services provided at the local public school.

In the Annual Progress Report, Family Information Book and website, test scores are communicated to all stakeholder groups. We are very proud of our assessment results and readily share them with the wider community. Being a parish school, the parish provides financial support to the school and therefore has an interest in the success of our programs. The Annual Progress Report provides our ITBS results, as well as data from our annual school improvement survey. The survey is given to 7th and 8th grade students, parents, faculty, and staff. Questions cover academic areas, school climate, faith components, leadership, and facilities. The survey uses a Likert Scale, as well as comments on specific items, to collect the needed data. For example, according to the 2009 survey, 98% responded that students learn the communication skills of reading, writing, speaking. Ninety-four percent responded positively that the student curriculum reflects what is important in education. Questions fit into our four main components of Catholic values, academic excellence, family, and stewardship and are reported out in those areas.

Presentations regarding assessment results are given at Board of Education meetings, Home and School meetings, and Coffee with the Principal, which is an informal town hall style format. At these meetings, data trends are presented by cohort group, curricular area, and grade level. These venues also provide a great format to answer many parent questions regarding standardized test results.

4. Sharing Lessons Learned:

St. Paul the Apostle Catholic School shares its success in three ways, through collaborative professional development, professional organizations, and most importantly, by hosting pre-service teachers as practicum students and student teachers.

Collaborating with other schools through professional development has been a valuable tool to share successful strategies. In both the 2009-2010 and 2010-2011 school year, four of the local Catholic schools have gotten together on an ongoing basis. The focus of last year's collaboration was Differentiated Instruction. In these professional development opportunities, teachers worked together by either grade level or curricular area (grades 6-8) to create differentiated lessons and units. This served two main purposes, to enable teachers who are generally isolated to work with peers who have the same curricular interests and specialties, and in working as a collaborative group, quality lessons are created. This year the focus of the collaboration is the new Iowa Core Essential Concepts and Skills. Grade level and curricular area teachers are sharing with one another how they meet those concepts and skills in their classrooms. This is helping provide horizontal alignment of curriculum in our local schools that all feed into the same high school. This makes St. Paul's more successful, as well as all of the participating schools, including the high school.

The school is a member of the National Catholic Educators' Association and faculty take turns attending the national conference. Teachers also are encouraged to participate in and present at conferences in their particular discipline. For example, the Science teachers attend the Iowa Science Teachers' Section (ISTS) Annual Conference and the Band teacher attends the Iowa Band Association conference each year. As a former Science teacher, the principal presents each year at ISTS and also teaches graduate level workshops on environmental education.

Most importantly, St. Paul the Apostle teachers share their knowledge and expertise in hosting pre-service teachers from the local colleges as practicum students and student teachers. Having highly qualified and dedicated role models as mentors is important to the development of future leaders in education. Sharing their dedication and love of teaching with these future teachers will benefit students beyond the St. Paul community for years to come.

1. Curriculum:

A unique combination of tradition and innovation make St. Paul the Apostle Catholic School's curriculum highly effective in educating students who excel in both knowledge and higher order thinking skills. Teaching students how to think and how to learn is the goal of education at St. Paul's. The traditional side of our curriculum is the focus on core curricular areas and the additional areas of Instrumental Music, Spanish, Guidance, and Speech/ Drama. As innovators in education, St. Paul's uses technology integrated throughout the grades with point of need instruction. Fourth grade students use Power Point to make presentations in their Social Studies Passports unit. 7th grade English students design Smart Board lessons to teach each other poetic elements. Movie making is taught in 6th grade through their "God is Everywhere" Religion project. Using digital cameras, iMovie, iTunes and iDVD, they produce their videos. Another innovation is the method of instruction. Using differentiated instructional strategies discussed in other portions of this application, classrooms have become increasingly student centered and have given teachers tools to meet each child's needs in a purposeful, well planned manner.

Teachers are charged with teaching the required curriculum to a high level and are allowed to do it in a manner they feel best fits the needs of their students. In all curricular areas, teachers follow the Diocesan Standards and Benchmarks.

Religion - St. Paul the Apostle Catholic School fosters the faith formation and spiritual growth of all persons based on standards of academic excellence, which are rooted in gospel values, Catholic Church teachings, and celebrations so that faith becomes living, conscious, and active. Religion is taught daily in all grades K- 8, as well as interwoven throughout the school day.

Language Arts - St. Paul the Apostle Catholic School develops students in Language Arts as a whole language approach. Students learn to read and write early on and as an ongoing process. We believe reading and writing develop along with oral language. Our primary and middle grades use the Scott Foresman Reading Program, while our junior high student use Prentice Hall.

Math - St. Paul the Apostle Catholic School provides a high-quality, challenging, yet accessible mathematics program for its students. The mathematics curriculum is taught utilizing a variety of activities aimed at enhancing students' learning. Teachers actively introduce mathematical concepts through a range of appropriate experiences and teaching strategies. Students explore, practice, and apply new understanding in each area of the mathematics standards. At the primary and middle grades, the textbook used is MacMillan/McGraw. Junior high uses McDougal Littell.

Science - The Science curriculum at St. Paul the Apostle Catholic School stresses the use of the inquiry method to study the various disciplines of Science, which spiral throughout the grade bands. Fourth through eighth grade classes are held daily. Grades K – 3 teach science as both integrated and stand alone units. Students learn the Science Standards through a variety of teaching methods, including cooperative learning groups, hands-on activities, research projects, and the use of technologies. Science uses two different textbooks as well for the elementary and junior high levels, Harcourt and Prentice Hall respectively.

Social Studies – The Social Studies curriculum through all grades is experiential and interactive, stressing the deepening of each student's critical thinking and problem solving skills. Our main curriculum is History Alive by Teacher's Curriculum Institute, supplemented with guest speakers, Biztown, Finance Park, and Junior Achievement to best provide opportunities for students to "explore, interpret, apply, shift perspective, empathize, and self-assess". These six skills help students understand history, geography, economics, government, and the social sciences. The use of technology helps students "work smarter" in exploring the world around them.

Physical Education, Health and Nutrition – Health is integrated into the Science and Physical Education classes, using Diocesan Standards to provide a strong curriculum. The Physical Education teacher, along with our Health and Wellness Committee is working to continually improve the awareness of the importance of wellness and nutrition in our students and families. Students have PE on a 3-day rotating cycle, along with the fine arts.

Spanish – All of our students participate in our Spanish program. Students in grade K-6 have class once a week. Students in 7th grade have a 40-minute class every other day and our 8th grade students have a daily 40-minute class.

Fine Arts – All students participate in our fine arts classes. On a three-day cycle, students rotate through General Music, Art and Physical Education. As part of the general music classes, students prepare and present vocal music concerts. We also offer band for students in grades 5-8. As part of this elective program, students are a part of concert band and can also participate in various jazz bands. Our vocal music department offers the extra-curricular activities of Glee Club, Honor Choir and the 5th-8th grade musical.

2. Reading/English:

Five years ago a committee of teachers the Scott Foresman Reading Program because they found it to be the most comprehensive program meeting the requirements that we were searching for in a reading program.

The program includes critical support for student success in each of these five important areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. It is a carefully crafted, research-based program that provides the best materials to meet our goal of having success for every student. Each unit is clearly defined and easy to use.

Some of the resources provided for students to enable them to succeed are student books (including workbooks), accountability and assessment for each unit, leveled resources to help every child master grade-level reading skill, and explicit instruction to improve student performance provided for teacher support. Phonics songs and rhyme charts are used in the K-1 programs to enhance learning.

The program includes preparation for reading and test taking success throughout each unit. Each unit begins with a phonics story, followed by a main selection that provides practice in applying the skills learned. Each week's lesson targets the weekly comprehension skill and tested vocabulary. That is followed by a Reader Response, finished with a language arts lesson.

Included in the program are Leveled Readers designed to meet the needs of three levels of readers (easy readers, on-level readers and challenge readers – so named for obvious reasons). Phonics Readers and Decodable readers provide text that reinforce phonic and sight word instruction of the week. Both are also available in a take-home format.

In addition to the reading materials found in the program, we have an Academic Support Teacher who provides small group instruction for those who are struggling in the classroom. Trained tutors also benefit students who may need additional support, but may not qualify for Academic Support. We have two computer programs in place to augment reading skills for students. Tutors and the academic support teachers use these programs with students. Read Naturally focuses on improving comprehension and fluency, while Lexia focuses on improving phonics and reading skills. These programs have proven to be very helpful for both underachieving students and those who need to improve their reading skills.

We have met with very good success with our students using a combination of all of the above.

3. Mathematics:

St. Paul the Apostle Catholic School provides a high-quality, challenging yet accessible mathematics program for its students. The mathematics curriculum is taught in a coherent and sequential manner, utilizing a variety of activities aimed at enhancing students' learning. Teachers actively introduce mathematical concepts through a range of appropriate experiences and teaching strategies at each grade level. Students explore, practice, discuss, and apply new understanding in each area of the mathematics standards.

Through the Math Core Curriculum Committee, teachers studied and chose an updated Math series, which serves as an excellent resource to teach the Diocesan curriculum. Our Kindergarten through 5th grade classes use the MacMillan/McGraw series. They also incorporate many creative kinesthetic and hands on activities to help student grasp concepts. The use of manipulatives is an essential strategy in our lower grades.

Our 6th through 8th grade students use the McDougal Littell series as their resource in teaching the Diocesan curriculum. The curriculum at this level also uses many creative teaching strategies including projects that enable students to apply their knowledge to real world situations and interesting problems.

Our Mathematics programs are structured to address the needs of students at all levels. Students who are performing below level have instructional programs designed to meet their academic needs. The academic support teacher has students that are working individually with her in a pull out program. These students often have an alternative curriculum at their level. The goal is for each student to show appropriate growth. The academic support teacher also provides some pull in help for students who can work on the grade level curriculum, but need occasional help. By doing pull in, this puts two teachers in the room to help any student in need. We have found it to be a great way to provide support for all learners.

Our students performing above grade level also need to be challenged in order to show the appropriate amount of growth. These students can work at an accelerated pace with either the academic support teacher or within the regular classroom. Students in 8th grade may take Honors Algebra at the affiliated Catholic high school.

These strategies have provided our students with the tools needed to be successful in their studies of mathematics. It is a team effort that enables our students to achieve at high levels, think critically, and be creative problem solvers.

4. Additional Curriculum Area:

The Science curriculum at St. Paul the Apostle Catholic School stresses the use of inquiry to study the disciplines of Earth and Space Science, Life Science, and Physical Science. Seventh and Eighth grade science classes are held daily in a fully equipped lab, which includes a cart of laptop computers. Grades 1-6 use the science lab as needed to complete activities. At each level, science is integrated throughout the curriculum, as well as taught as a separate course. Students learn the Diocesan Science Standards through a variety of teaching methods, including cooperative learning groups, hands-on activities, research projects, student created Power Point Presentations, and other technologies. This philosophy enables St. Paul students to score between the 96th to 99th percentiles nationally on the 2009 ITBS Science test. These scores are consistently at this level in grades 3 through 8.

This year teachers are being trained on and implementing FOSS/VAST kits through the Heartland and Mississippi Bend Area Education Associations. These kits use inquiry based Science to foster curiosity and thinking like a scientist while teaching the required Diocesan curriculum. Students and teachers are fully engaged when using these kits to learn the material. Critical thinking and application of concepts are also integral parts of these kits.

At the 6-8th grade levels, the program uses the Prentice Hall textbook series as a resource. The 1st- 5th

grade classrooms use the Harcourt textbook series. At the K-3 levels in particular, science concepts are integrated in the reading curriculum and in their centers. Most primary classrooms have a science corner set up, allowing the students' curiosity to be sparked on a regular basis.

Our Science curriculum is also supported by enrichment and extra-curricular activities, such as our Science Fair for grades 6-8, Science Share Fair for grades K-5, the Invention Convention, and Environmental Club. These opportunities serve to enhance the regular curriculum and allow students to further explore areas in science that interest them. Students at all ends of the learning spectrum participate in these events. Because of these opportunities, all students are able to experience success in science.

Inquiry, differentiation and varied hands on teaching strategies foster a Science program in which students learn to think critically and apply their knowledge.

5. Instructional Methods:

St. Paul the Apostle School faculty has been using Differentiated Instruction based on Carol Ann Tomlinson's work, for the past five years. Classroom instruction is differentiated for students based on readiness, learning profile and interest, as well as by process, product and content. Teachers incorporate these keys of differentiation throughout their instructional strategies. In order for differentiation to be successful, the classroom must foster respect for all learners. Students learn that each person has different gifts and abilities, which require different tools in order to succeed.

Students at all grade levels are given support, whether it be a struggling, on grade level, or gifted learner, by both the regular classroom teacher and a network of academic support teachers and parent volunteers. At St. Paul's we believe all students are gifted in some unique way. Because of this belief, we don't have a pull out Talented and Gifted Program. Through differentiated instruction, students are given the tools needed to achieve. Many programs are offered that allow students to participate in enrichment activities beyond the regular curriculum. These programs occur both during and outside the school day. They include the Invention Convention, Science Fair, Battle of the Books, Spelling Bee, Environmental Club, Jazz Band, After School Art, Glee Club, and 5th – 8th grade musical.

Some of the most versatile tools for Differentiated Instruction have been technology tools. The use of laptop carts within our building has provided greater flexibility for teachers in meeting the varying needs of students. For example, teachers ascertain student individual reading and math levels from assessments given on computers, which allow them to know what to differentiate. Teachers often create a variety of projects linked to our essential understandings that allow students to progress at their own pace from where they currently are to higher levels of achievement.

Another tool to help teachers differentiate is the Classroom Performance System, "clickers", which are small, handheld devices that allow students to respond to questions asked verbally, on paper, or on screen. These "clickers" engage the students and also enable the teacher to instantly assess the students' comprehension of the lessons. iPods help auditory learners with audio books and using podcasts, which allow them to both see and hear materials individualized to their readiness level. These technologies are all part of technology literacy of the 21st Century Skills of the Iowa Core and enhance our classroom instruction.

6. Professional Development:

Professional development at St. Paul the Apostle School is current, purposeful, continuous, and intense. It is driven by our desire to improve student achievement using new and innovative instructional methods. We have four teams, which have different roles in deciding the direction of our professional development. Plans are designed to enable us to reach our school wide goals centering on attaining higher student achievement, and in making St. Paul's a safe and compassionate place in which to learn. These coincide with new state mandates regarding providing a quality education for all students.

The four teams are:

- School Improvement Advisory Committee (SIAC)
- Building Leadership Team (BLT)
- Technology Committee (TC)
- Iowa Core Leadership Team

Each team is comprised of staff members from each pod, grades K-2, 3-5, and 6-8. Our specials group (art, music, band, and technology) is also represented. The SIAC is composed of parents, teachers, and students.

The SIAC collects, analyzes, and organizes data, which defines our specific needs, and provides information to the BLT. We use ITBS tests and a school improvement survey. Among other things, the BLT committee plans the direction staff development will take for the year. The TC meets and discusses our technology needs. It is a priority at St. Paul's to keep current in our curriculum, meeting our equipment needs, and provide necessary teacher training so that we may provide the students the skills necessary to stay competitive in the 21st century. The most recently formed committee is the Iowa Core Leadership Team. Faculty members attend workshops, and in turn, meet with the rest of the faculty and share what they have learned about the Iowa Core. This helps everyone understand the overall comprehensive design, purpose, and mandates of the Core.

We are in our 5th year of learning about Differentiated Instruction and incorporating it into our classrooms. Using learning communities, teachers study professional texts, collaborate with other schools, hear expert speakers, and participate in peer coaching. This year the focus is using Differentiated Instruction to meet the needs of ADD/ADHD and autistic students. We have also pursued in-depth, topics such as 6 Trait Writing to improve student language arts skills, and the Olweus Anti-bullying Program to provide a safe learning environment. Staff development at St. Paul's school is current, purposeful, continuous, and intense, providing best possible education for our students, as well as maintaining our academic excellence!

7. School Leadership:

The leadership philosophy at St. Paul the Apostle School is participatory. Faculty, staff, parents and community members are involved in committees, which design and implement policies, procedures and initiatives at the school. Use of grade level groupings (pods), enable all teachers to discuss and bring concerns, as well as solutions, to the administrator or faculty for resolution. Teachers are a part of various committees:

School Improvement Advisory Committee

Building Leadership Team

Technology Committee

Iowa Core Leadership Team

Core Curriculum Committees (Math, Science, Language Arts, Social Studies, Fine Arts)

Health and Wellness Committee

Olweus Bully Prevention Committee

Grant Committee

PR/Marketing Committee

Board of Education Representative

Home and School Association Representative

In these committees, teachers are empowered to positively impact the curriculum, instruction, atmosphere and extra-curricular activities in the school.

Parents and community members are also involved in school leadership through various committees.

These committees are:

Board of Education

School Improvement Advisory Committee

Health and Wellness Committee
Olweus Bully Prevention Committee
Grant Committee
PR/Marketing Committee
Home and School Association
Future Club
Boosters (Athletics, Fine Arts, Band)

Each committee has a distinct mission in continuing the growth and support of the school, and is integral to maintaining the standard of excellence at St. Paul the Apostle School. Most of the committees consist of both faculty and parent/community members.

In the fall of 2010, the Olweus Bully Prevention Committee organized a day re-energizing our Olweus program. Backed by research, one of our school improvement goals is to ensure a safe environment for all students. Because of this, the committee designed a day filled with team building activities, sessions about how to prevent and deal with bully situations, including cyber-bullying, and a buddy walk to promote positive peer relationships. The day began with Mass, the central prayer for Catholics, which set the tone for the day and carried out the yearlong theme “Treat others right. Do the right thing”. Students were given a t-shirt with the theme, which they may wear as part of the school uniform each Friday.

The Core Curriculum Committees are charged with choosing curricular materials, including textbook selection. They also work to align the school’s curriculum with the Diocesan Standards and Benchmarks, and now the Iowa Core Essential Skills and Concepts. The curriculum teams have representatives from the various grade level groupings which aid in keeping the school’s curriculum aligned horizontally and vertically, and again, ensuring excellence.

PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2315</u>	<u>\$2315</u>	<u>\$2315</u>	<u>\$2315</u>	<u>\$2315</u>	<u>\$2315</u>
K	1st	2nd	3rd	4th	5th
<u>\$2315</u>	<u>\$2315</u>	<u>\$2315</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4019

5. What is the average financial aid per student? \$557

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
14%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 27%

Bottom of Form

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	81	79	83	81	75
Number of students tested	48	51	47	42	46
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES: Year 1, 2009-2010 - Due to an absence, one student missed one of the math subtests on the ITBS and therefore a Math Composite score for that student was unavailable. The student was present for the remainder of the ITBS tests that year.					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	80	80	84	87	81
Number of students tested	49	50	47	42	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	82	87	84	86	81
Number of students tested	48	50	45	47	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	75	84	83	80	83
Number of students tested	48	50	45	47	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	86	83	83	85	79
Number of students tested	49	46	49	53	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	87	81	81	87	83
Number of students tested	49	46	49	53	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	81	80	85	79	81
Number of students tested	49	50	52	43	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	78	75	77	78	78
Number of students tested	49	50	52	43	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	79	83	77	86	71
Number of students tested	50	53	43	41	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	76	78	79	81	71
Number of students tested	50	53	43	41	47
Percent of total students tested	100	100	100	100	10
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	86	77	82	70	75
Number of students tested	51	44	41	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

11PV113

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: ITBS (Forms A, B)

Edition/Publication Year: 2008 Publisher: Riverside Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	78	81	70	73	72
Number of students tested	51	44	41	50	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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